

# Inspection of Goslings Pre-School

St Georges Church Hall, Elstan Way, Shirley, Surrey CR0 7QJ

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children have a wonderful time at Goslings Pre-School. This is because staff plan a rich and diverse curriculum which captivates children's interests. Mathematics features highly in the educational programmes. Many children can count unaided from one to 10 and beyond. They take part in challenging activities of using numbers, sorting and comparing objects. These learning experiences stimulate great excitement among children and staff. Children gain a superb understanding of their immediate environment and the wider world. They take part in thought-provoking activities to consolidate their understanding, for example when learning about the life cycles of animals. Small-group sessions are planned very carefully to enable children to practise their early writing and reading in readiness for school. An extensive range of extra-curricular activities, including dance and movement, sports and phonics, further enrich children's learning experiences. Staff have very clear expectations for children's behaviour. For example, they expect politeness and respect from children at all times. In turn, children behave extremely well. Children remain engaged for long periods. They tell staff proudly that, 'we are too busy playing' to show that they are deeply engrossed in activities. Children are highly motivated and have a very positive approach to learning. They show that they feel incredibly safe and emotionally secure. Staff have the highest aspirations for all children. Children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), make rapid and sustained progress in relation to their starting points.

### **What does the early years setting do well and what does it need to do better?**

- The manager acts with integrity to ensure that all children, including those with SEND, have a full and rich learning experiences. Staff share the same vision. They all show high levels of enthusiasm for their roles, which benefits children greatly.
- Staff plan, observe and assess children's learning with precision. As a result, they can talk about what children know and can do with extreme confidence.
- Staff's teaching is of high quality. For example, they model excellent speaking and listening when they engage with the children. This enables children to hear and develop their own language skills very well. Staff also support children's physical needs with great expertise. They plan activities that are age-appropriate, yet challenging to aid children's physical strength, inside and outside.
- Staff are highly sensitive in supporting children of all ages. They all work very well together to promote the pre-school's ethos of kindness and thoughtfulness. As a result, children learn to play harmoniously, showing care and utmost respect for others and their environment. Children's behaviour is excellent.
- Children are extremely active and independent learners. They enjoy taking on

additional responsibilities, including their personal needs. Initiatives such as 'Veggie Wednesday' and 'Fruity Friday' provide children with the opportunities to taste different kinds of nutritious meals and snacks. This excellent food culture further raises children's understanding of how to keep themselves healthy.

- Staff feel extremely well supported. They complete a range of professional courses to help enhance their teaching to the highest level. For example, following training, staff gained further knowledge of how to quickly identify and refer any additional help children might need to help close any gaps in their learning.
- Partnerships with parents are excellent. Parents highly value the care and education their children receive at pre-school. Staff also work very closely with other professionals involved in children's care, to ensure they reach their full potential.
- Staff are extremely skilful at organising the daily routines to ensure children have ample time to play. They use highly effective methods to manage change between activities. This aids children's self-esteem and confidence very successfully.
- Self-evaluation is accurate and the manager continues to strive for the best to maintain the high quality of care and teaching. The area for development raised at the previous inspection has been successfully tackled. Staff make very good use of technology, such as computers and videos, to enhance their teaching. They talk to children expertly about the risks from using the internet and how to avoid these.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager holds regular discussions with staff to help manage their workload. This has a very positive impact on the care and teaching that they provide. Staff give children's safety the highest priority. They create a culture of vigilance to ensure children's mental and physical well-being are assured. Staff deployment is effective. Children are supervised at all times. The rigorous recruitment and induction procedures contribute significantly to keeping children safe. Staff are very well inducted into the pre-school's safeguarding policies and procedures. They are extremely confident in identifying and reporting any safeguarding issues to secure children's welfare.

## Setting details

<b>Unique reference number</b>	124953
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10137853
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Marchant, Christine
<b>Registered person unique reference number</b>	RP511656
<b>Telephone number</b>	07870908211
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

Goslings Pre-School registered in 2001 and operates from the grounds of St George's Church in the London Borough of Croydon. The pre-school is open Tuesday to Thursday from 9.30am until midday, during term time only. There are seven staff members. Of these, five hold early years qualifications ranging from level 2 to level 4. The pre-school receives funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- The pre-school manager took the inspector on a learning walk, indoors and outdoors, to explain how the early years curriculum is organised.
- The inspector observed children at play, indoors and outdoors. She tracked a representative sample of more than two children across the inspection.
- The inspector held discussions with the manager and staff throughout the day. She interacted with the children at appropriate times during the inspection.
- A joint observation was carried out together by the inspector and the manager. They discussed children's learning and how staff support them.
- Parents spoke with the inspector and gave their views about the care and teaching their children receive.
- The inspector looked at a range of relevant documentation, including children's learning records and evidence of staff suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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